

**Foreign Language Department Guide
Spanish V Advanced Placement Overview**

Course Description: Advanced Placement Spanish

The aim of this course is to further develop the student's fluency in Spanish through class discussion and reading of Spanish and Latin American literature and history. Emphasis is given to the study and usage of new vocabulary through reading and written compositions. Short oral and written reports on contemporary events are periodically assigned to encourage the students to pursue topics of individual interest and to use the language with greater confidence. Students taking this course are strongly encouraged to take the Advanced Placement Exam in Spanish Language. Class time is devoted to and organized to hone the skills of reading, speaking, writing, and listening. The teacher is the "AP coach" and students regularly practice or are assessed with AP Spanish Language Exam type activities. Past released exams, Preparing for the AP Spanish Exam (Jose Diaz) are used to provide multiple-choice items, free-response question practice, and paragraph completion practice. Each lesson plan provides for listening, reading, speaking and writing activities. The student continues to explore a variety of media gaining information about the Spanish-speaking world through film, television, CD-ROM, newspaper and magazine articles from Hispanic publications as well as literacy texts. The course is conducted entirely in Spanish. In place of midyear and final exams, students are assigned an independent project. This will entail reading of an original Spanish work in its entirety and related written and oral presentations, which explore a major theme of the work. The oral component will be presented after the AP examination in the spring. The grade for this project will have the value of both semester exams.

Spanish V AP is offered to students in their senior year. In a seven day cycle, the class meets four times for sixty minutes and one time for one hundred minutes.

Prerequisites: A- average or better in Spanish IV Honors or A or better in Spanish IV CP

- **Recommendation of fourth year teacher**
- **Writing sample**
- **Approval of the department chairperson**

Major Course Objectives

When students have completed Spanish V AP they will know and be able to:

1. Accomplish all the objectives of Spanish IV CP/Honors.
2. Demonstrate, when writing and speaking, good control of all major tenses.
3. Explain personal judgments.
4. Describe in depth daily routines or situations.
5. Make comparisons and give commands in all forms.
6. Write a multi-paragraphed composition of at least 200 words on a variety of personal, literary or cultural topics.
7. Deliver a report from memory on a researched cultural topic.
8. Express personal reactions to literature, films, music and political events.
9. Discuss, using appropriate vocabulary, certain Spanish artists and their works.
10. Read, comprehend, discuss, summarize and analyze short stories, poems, songs, and newspaper articles, excerpts from original literary works or informational texts, as well as one complete literary work.

11. Initiate, sustain, and close a conversation.
12. Suggest possible solutions to a problem.
13. Understand and react to telephone conversations and written correspondence.
14. Identify significant political, intellectual and cultural figures and events of the target culture.
15. Compare and contrast how international events are or have been reported in the US media as well as in the target culture's media.
16. Conduct a conversation with a native Spanish speaker about differences and similarities in the areas of business and education in the US and the speaker's country of origin.

Relationship to the Massachusetts Curriculum Framework

Students fulfill the requirements of the **Communication Strand (Standards 1-3)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error:

1. Perform Spanish 5 Learning Standards. (1, 2, 3)
2. Ask and respond to questions to gain or clarify information (1, 2)
3. Exchange opinions and ideas about people, activities or events. (1, 3)
4. Discuss class readings. (1)
5. Read authentic materials such as narratives, newspaper articles, advertisements and brochures (2)
6. Understand important ideas and details in highly contextualized authentic and adapted texts. (2)
7. Write compositions of several paragraphs using appropriate tenses and other grammatical structures to express an opinion, recount an event or analyze a literary text. (3)
8. Read, interpret signs, + excerpts from original literary + informational texts. (2)
9. Describe fully people, places and things. (3)
10. Write greeting cards, notes, letters and e-mails. (3)
11. Give presentations on planned activities or on cultural topics. (1, 3)
12. Share personal reactions to authentic literary texts such as poems, plays and short stories. (3)
13. Identify themes in fictional works and relate them to personal experiences. (2)
14. Read articles in a magazine, journal or newspaper and understand the main ideas (2)
15. Describe elements of stories such as characters, events and settings. (2)

Students fulfill the requirements of the **Culture Strand (Standard 4)** as they do the following using selected words, phrases and expressions with no major repeated patterns of error in the target language, and English when necessary:

1. Perform Spanish 5 Learning Standards
2. Identify patterns of social behavior that are typical of the target culture.
3. Interact appropriately in social and cultural activities.
4. Identify distinctive aspects of the target culture presented in print literature, visual arts, films, videos, and relate these to the cultural perspectives of the target culture.
5. Identify historical and/or cultural figures from the target culture and describe their contributions.
6. Identify on maps and globes the locations and major geographic features of countries where the target language is or was used.

Students fulfill the requirements of the **Comparisons Strand (Standards 5, 6)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Perform Spanish 5 Learning Standards. (5, 6)
2. Recognize and identify in Spanish grammatical categories such as tense, gender, agreement in Spanish + English. (5)
3. Discuss cultural characteristics and traditions of the target culture, including folktales, music, visual arts, and theater and compare and contrast to cultural characteristics of their own culture. (6)
4. Continue to compare, contrast and report on cultural traditions and celebrations.
5. Compare the reporting of international and national events in US papers with the reporting of similar events in the media of the target culture (6)
6. Compare and contrast careers, business, and education in Spanish and the US (6).

Students fulfill the requirements of the **Connections Strand (Standard 7)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Obtain more detailed information and knowledge related to other disciplines from sources in the target language. Examples of this include: obtaining political and economic information from newspapers, other print sources, and interactive CD Roms in the target language and using this information to achieve the learning standards of the Civics and Government and Economic Strands of the History and Social Science Framework.; Learning songs or poetic lyrics written in the target language and applying the learning standards of the Music Strand of the Arts Framework when singing; Studying and analyzing artistic movements and artists of the target culture.

Students fulfill the requirements of the **Communities Strand (Standard 8)** when they do the following using selected words, phrases, and expressions with no major patterns of error:

1. Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include conversing with speakers of the target language, reading and writing e-mails or letters to speakers of Spanish, or making and exchanging videotapes, photographs, diaries and artwork and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the U.S., or another country.

Assessment Tools

Success in Spanish V AP will be assessed by the following methods:

1. Vocabulary/grammar quizzes and tests.
2. Simulated response to specific settings.
3. Prepared oral presentations “charlas” of biographical nature or current events.
4. Micrologs to test spelling and grammar.
5. Cloze exercises to determine comprehension of songs or conversations.
6. Oral questions to which students write or speak responses using several complete sentences.
7. Role-playing using appropriate vocabulary in social situations.
8. Questions on current events from the Spanish-speaking world.
9. Reading comprehension and contribution to classroom conversations and debates as related to lesson.
10. Written and oral quizzes and discussions on films such as : *Los diarios de motocicleta (The Motorcycle Diaries) 2005, La casa de Bernarda Alba (The House of Bernarda Alba) 1987, El Mar Adentro 2004 and Como agua para chocolate, 1992*
11. Oral interviews with teacher.
12. Written compositions on selected topics in a variety of tenses
13. Reports and posters on historical and literary figures.
14. Internet Activities.
15. Discussions with native-speakers
16. Comprehension and analysis questions of various texts.
17. Memorization, recitation and analysis of poetry.
18. Note-taking and discussion of the news from “Univision” broadcasts and “CNN en español”.
19. Movie and literary critiques of Spanish works and films studied in class.
20. Interview of Spanish guest speaker and/or Spanish exchange students with each student treating a different topic of interest.
21. Preparation and explanation of Spanish culinary dishes following original directions in Spanish.
22. Analysis and presentation of a major theme of a film.
23. Completion of the AP Independent Reading Project including: a plot summary, character analysis, thesis statement proposal, five-page literary analysis of a major theme, and a five-ten minute oral/visual presentation all based on the chosen literary work.

Instructional Strategies

Foreign Language Teachers will employ a variety of strategies to meet the diverse learning needs of their students. These strategies include:

1. The use of Spanish as the priority language in all classes.
2. Lecture and note-taking with the aid of pertinent information written on the board.
3. The use of pictures, posters, transparencies, and film segments to illustrate grammatical structures and stimulate conversation.
4. The physical manipulation of words and parts of sentences to practice new structures.
5. The use of white boards to demonstrate comprehension of stories, and to drill vocabulary and grammar.
6. The use of songs, taped conversations, and recited poetry to practice auditory comprehension and reinforce new material. Practice note taking during listening, share understanding with mate, and then discuss with class.
7. Role playing to reinforce new material as well as to demonstrate control of vocabulary and structures.
8. Carrousel brain-storming to review learned material.
9. Visits by native speakers to speak about customs of countries where the Spanish is spoken.
10. Memorization and recitation of prose passages or poetry for pronunciation practice.
11. Physical demonstration of actions and key vocabulary by students or teacher to relate a concept or story.
12. Oral and written completion exercises or substitution exercises.
13. The use of board games to review vocabulary.
14. Regular journaling for informal writing practice.
15. dictations
16. Guided group discussions and debates
17. Jeopardy, Pictionary, Scrabble, charades, placemat, relay races, Memory and spelling bees to practice vocabulary and grammatical structures.
18. micrologs, waves, and circumlocution
19. The “raft” technique of assuming roles in creative writing
20. Peer editing with AP format of formal, monthly compositions.

Materials and Resources

Abriendo Paso Lectura, Pearson Prentice Hall, 2006
Breaking the Spanish Barrier Advanced, John Connor and Cathy Folts, 2005
AP Spanish : Preparing for the Language Examination, Diaz, José, 2006
Triangulo (fourth edition) Gatski, Barbara, 2006
Una Vez Más, Couch, James, 1993
Points of Departure, Schmidt-Cruz, 2001
Independent Readers :
La casa de Bernarda Alba, Alejandro Casona, Catedra Letras Hispánicas, 1989
Platero y Yo, Juan Ramón Jimenez
Nosotros Somos Dios, Wilberto Cantón, Heinle & Heinle, 1966.

Los arboles mueren de pied, Alejandro Casona
Como agua para chocolate, Laura Esquivel
Bodas de sangre, Federico Garcia Lorca
La Barca Sin Pescador, Alejandro Casona
El tiempo, Ana Maria Matute

Destinos, Una fotonovela mexicana, Vanpatten, 1991

Cassette tapes, transparencies, and videos which accompany the course.

Films: *La mariposa (The Butterfly) 2004, Cuba libre, 2003, Como agua para chocolate, 1992, El mar adentro, 2004, and Don Quijote de La Mancha (with John Lithgow) 2000 and Motorcycle Diaries, 2004*

Relationship to the High School Expectations:

Given a basic vocabulary and grammatical structures suitable to proceed to College/University level Spanish courses, the student is offered the opportunity to be:

- An effective reader of Spanish.
- An effective writer of Spanish.
- An effective speaker/presenter/performer of selected topics.
- An effective problem solver when decoding grammar and comparing cultures.
- An effective information seeker when preparing short Spanish presentations.
- Interact in Spanish with the community at large through excursions and guest speakers.